EDUCATIONAL LEADERSHIP
PRELIMINARY ADMINISTRATIVE SERVICES CREDENTIAL
Multiple Year Assessment Plan
Summer 2014

The California Commission of Teacher Credentialing (CTC), American Association of Colleges for Teacher Education (AACTE), National Council of Accreditation for Teacher Education (NCATE) and the Council of Accreditation for Educator Preparation (CAEP) requires universities offering credentials to annually undertake a thorough review of the assessment processes and procedures to ensure program quality and ongoing improvement. The recursive seven year program improvement cycle and accreditation cycle provide the structure for ongoing, in depth, internal and external review process.

The following table lists the activities of these combined accreditation cycles. All data collected through Taskstream are disaggregated by program and regional center, and ultimately leads to the development of the required organization and program assessments and reports. Based upon the findings of these studies and reports, the programmatic changes and improvements are implemented to improve candidate performance, program quality, and program operations. Please note that the CTC Preliminary Administrative Services Credential is undergoing revisions to be implemented in the 2015-16 school year.

Academic Year	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Cycle Year	1	2	3	4	5	6	7
General Accreditation Activities for Education Accreditation Organizations	Program Data Collection SOE Analysis & recommend revised practices	Program Data Collection Implement revised practices	Program Data Collection SOE Analysis & recommend revised practices	Program Data Collection Implement revised practices	Program Data Collection SOE Analysis & recommend revised practices	Program Data Collection Implement revised practices VISIT: CTC CAEP NCATE	Program Data Collection CTC & NCATE FOLLOW UP AS NEEDED
Due to CTC	Biennial Report		Biennial Report		Biennial Report		
Due to AACTE	PEDS Report	PEDS Report	PEDS Report	PEDS Report	PEDS Report	PEDS Report	PEDS Report
Due to NCATE/ CAEP	CAEP Report	CAEP Report	CAEP Report	CAEP Report	CAEP Report CAEP 6 yr. Institutional Report	CAEP Report	CAEP Report

Methods of Assessment and Criteria for Success

For each year of the assessment cycle, data is collected through internal and external sources. Focus groups representing staff, faculty, clinical supervisors, and advisory councils have worked together to discern a set of balanced assessment measures. These assessment measures are aligned with the Mission and Vision of the University as well as with the respective CTC standards. (Please see Candidate Learning Outcomes and Curriculum Maps for this alignment.)

Using TaskStream as the primary data storage system, the program collects ongoing data from these assessments to gauge candidates' progress throughout their course of study and ensure CTC program standards are met. Each signature assignment is evaluated using a supporting rubric. The key assessments for this program and supporting rubrics are listed below. All candidates are expected to be at the "proficient level of performance with a score of "3" or above in each rubric criteria. Following these tables, are the accompanying rubrics.

Direct Measures:

Evaluation Instrument	Description	CTC Standards Assessed
GED 603 Signature Assignment	Visionary Leadership	1
GED 604 Signature Assignment	Instructional Leadership	2
GED 606 Signature Assignment	Organizational Leadership and Resource Management	3
GED 609 Signature Assignment	Collaborative and Responsible Leadership	4
GED 610 Signature Assignment	Influential Leadership	5
GED 611 Signature Assignment	Ethical, Moral, and Servant Leadership	6

Indirect Measures:

Evaluation Instrument	Description	Use
Exit Survey	Form-based Author Responses	Feedback used for quality assurance and program improvement
Disposition Assessment	Form-based Author Responses	Monitor candidates' development of professional dispositions

Key Assessment Rubrics:

GED 603 Signature Assignment (Rev. 6.28.12)

	Far Below Standard	Below Standard	Meets Standard	Exceeds Standard	Score/Level
Quality of Information and Meaningful Development of Ideas Weight: 70%	Information has little or nothing to do with the main topic. The mission and vision statements are not present. Topics are not addressed with analytical thought. The plan of action neither identifies nor addresses barriers to accomplishing the stated mission and vision. The mission and vision uses no data.	Information relates to the main topic. The mission and vision statements are not clear. There is little or no reference to diversity or its effect on teaching and learning. Some topics are addressed with analytical thought. The plan of action identifies and addresses few barriers to accomplishing the stated mission and vision. The mission and vision uses at least one source of data and the action plan lacks specifics for facilitating the development of a shared vision and includes cursory reference to school programs, plans and activities to improve achievement for all students.	Information clearly relates to the main topic. The mission and vision statements are somewhat clear and include a statement on how to use diversity to improve teaching and learning. All topics are addressed with complete, analytical thought. The plan of action identifies and addresses several barriers to accomplishing the stated mission and vision. The mission and vision utilize a review of some data and the action plan provides a framework for facilitating the development of a shared vision and includes some reference to school programs, plans and activities to improve achievement for all students.	Information clearly relates to the main topic. The mission and vision statements are clear and include a thorough understanding of how to use the influence of diversity to create a culture of inclusiveness and high expectations. All topics are addressed with complete, analytical thought. The plan of action identifies and addresses many barriers to accomplishing the stated mission and vision. The mission and vision are clearly based on a multiple measure data review and the action plan details an effective strategy for facilitating the development of a shared vision that shapes school programs, plans and activities to improve achievement for all students.	
	Standards **CA- PLNU/Preliminary Administrative Credential (2011)** **Standard:** 1				
References Weight: 10%	No references or incorrect references.	Few references or some incorrect references.	A minimum of 3 different research sources (i.e. educational publications, websites and periodicals).	List of 4 or more scholarly research references.	
Organization Weight: 10%	Not clearly organized or easy to follow.	Somewhat organized and logical, but not easy to follow.	Organized, somewhat logical and easy to follow.	Well organized, logical and easy to follow.	
Mechanics: spelling, vocabulary, word usage, and grammar	Multiple spelling, punctuation, grammatical and/or stylistic errors.	A few spelling, punctuation, grammatical and/or format errors that do not interfere with clarity.	Minimal spelling, punctuation, grammatical and/or stylistic errors.	Thorough proofreading. Accurate spelling, punctuation, grammar, voice and syntax.	

	Far Below Standard	Below Standard	Meets Standard	Exceeds Standard	Score/Level
APA Format is required. Weight: 10%	Apparent confusion with the use of correct language and vocabulary. APA format is not used.	Simplistic and/or unclear language used. APA format is used but many errors.	Effective language used with academic vocabulary. Some errors in APA format usage.	Rich and precise language, including the appropriate language of the discipline. APA format used correctly.	

GED 604 Signature Assignment (Rev. 6.28.12)

	Far Below Standard	Below Standard	Meets Standard	Exceeds Standard	Score/Level
Quality of Information and Meaningful Development of Ideas Weight: 70%	Appropriate next steps are not recommended and little or no attention is given to differentiation or high expectations for all students. Appropriate strengths and/or needs are not identified in the summary and do not address content standards.	Suggested next steps are not aligned with identified needs and/or next steps do not impact differentiation and do not clearly demonstrate high expectations for all students. The summary identifies strengths and needs, but is not supported by research or by content standards.	Suggested next steps are aligned with identified needs and next steps are appropriate to meet the needs of all students through differentiation and high expectations. The summary identifies strengths and needs based on research-based best practices in alignment with content standards.	Suggested next steps are aligned with identified needs and well-articulated to meet high expectations through the differentiation of instruction for all students. The content standards are clearly articulated. The summary identifies multiple strengths and needs based on research-based best practices.	
	Standards **CA- PLNU/Preliminary Administrative Credential (2011)** **Standard:** 2				
References Weight: 10%	No references or incorrect references.	Few references or some incorrect references.	List a minimum of 3 different research sources (i.e. educational publications, websites, and periodicals).	List 4 or more scholarly research references.	

	Far Below Standard	Below Standard	Meets Standard	Exceeds Standard	Score/Level
Organization Weight: 10%	Not clearly organized or easy to follow.	Somewhat organized and logical, but not easy to follow.	Organized, somewhat logical and easy to follow.	Well organized, logical and easy to follow.	
Mechanics: spelling, vocabulary, word usage, and grammar APA format is required. Weight: 10%	Multiple spelling, punctuation, grammatical and/or stylistic errors. Apparent confusion with the use of correct language and vocabulary. APA format is not used.	A few spelling, punctuation, grammatical and/or format errors that do not interfere with clarity. Simplistic and/or unclear language used. APA format is used but many errors.	Minimal spelling, punctuation, grammatical and/or stylistic errors. Effective language with academic vocabulary. Some errors in APA format usage.	Thorough proofreading. Accurate spelling, punctuation, grammar, voice and syntax. Rich and precise language Including the appropriate language of the discipline. APA format used accurately.	

GED 606 Signature Assignment (Rev. 6.28.12)

	Far Below Standard	Below Standard	Meets Standard	Exceeds Standard	Score/Level
Quality of Information and Meaningful Development of Ideas Weight: 70%	Instructional goals are not identified with targets and may or may not be supplemental. Specific areas of weakness and needs are not linked to goals. Materials, technology and/or specific services to be offered are not linked to research-based strategies. No steps are outlined as to the process to involve others in all phases of preparing for the intervention. A budget is without justification. The funding is not aligned with student achievement data and instructional priorities. No description of the process used to collaborate with stakeholders. Does not reflect an understanding of systems management and organizational development. Dollar allocations and written justifications do not draw connections among student achievement data, instructional priorities, dollar allocations, and regulations/guidelines for Title I. The budget spreadsheet is not complete and is not supported by salary, benefits, etc. for the district.	Instructional goals are identified with vague targets and may or may not be supplemental. Specific areas of weakness and needs are minimally linked to instructional goals. Material, technology, and/or specific services to be offered are minimally linked to research-based strategies. Limited suggestions are outlined as to the process to involve others in all phases of preparing for the intervention. A budget with limited justification. The funding is aligned with student achievement data and instructional priorities. A limited description of the process used to collaborate with stakeholders. Reflects an understanding of systems management and organizational development. Dollar allocations and written justifications minimally draw connections among student achievement data, instructional priorities, dollar allocations, and regulations/guidelines for Title I. The budget spreadsheet is incomplete and minimally	Instructional goals identify targets for needs and are supplemental. Specific areas of weakness and needs are identified and linked to instructional goals. Material, technology and/or specific services to be offered are mostly linked to research-based strategies. Steps are outlined as to the process to involve others in all phases of preparing for the intervention. A completed balanced budget with written justification. The funding is aligned with student achievement data and instructional priorities. A description of the process used to collaborate with stakeholders reflects an understanding of systems management and organizational development. Dollar allocations and written justifications draw connections among student achievement data, instructional priorities, dollar allocations, and regulations/guidelines for Title I. The budget spreadsheet is mostly complete and partially supported by salary, benefits, etc. for the district.	Instructional goals set targets for specific needs and are supplemental. Specific areas of weakness and needs are clearly identified and linked to instructional goals. Materials, technology and/or specific services to be offered are linked to research-based strategies. Specific steps are outlined as to the process to involve others in all phases of preparing for the intervention. A completed balanced budget with full written justification. The funding is clearly aligned with student achievement data and instructional priorities. A thorough, detailed description of the process used to collaborate with stakeholders reflects an understanding of systems management and organizational development. Dollar allocations and written justifications draw clear connections among student achievement data, instructional priorities, dollar allocations, and regulations/guidelines for Title I. The budget spreadsheet is	

	Far Below Standard	Below Standard	Meets Standard	Exceeds Standard	Score/Level
		supported by salary, benefits, etc. for the district.		complete and supported by salary, benefits, etc. for the district.	
	Standards **CA- PLNU/Preliminary Administrative Credential (2011)** **Standard:** 3				
References Weight: 10%	No references or incorrect references.	Few references or some incorrect references.	List a minimum of 3 different research sources (i.e. educational publications, websites, and periodicals).	List 4 or more scholarly research references.	
Organization Weight: 10%	Not clearly organized or easy to follow.	Somewhat organized and logical, but not easy to follow.	Organized, somewhat logical and easy to follow.	Well organized, logical and easy to follow.	
Mechanics: spelling, vocabulary, word usage, and grammar APA format is required. Weight: 10%	Multiple spelling, punctuation, grammatical and/or stylistic errors. Apparent confusion with the use of correct language and vocabulary. APA format is not used.	A few spelling, punctuation, grammatical and/or format errors that do not interfere with clarity. Simplistic and/or unclear language used. APA format is used but many errors.	Minimal spelling, punctuation, grammatical and/or stylistic errors. Effective language with academic vocabulary. Some errors in APA format usage.	Thorough proofreading. Accurate spelling, punctuation, grammar, voice and syntax. Rich and precise language Including the appropriate language of the discipline. APA format used accurately.	

GED 609 Signature Assignment (Rev. 6.28.12)

	Far Below Standard	Below Standard	Meets Standard	Exceeds Standard	Score/Level
Quality of Information and Meaningful Development of Ideas Weight: 70%	There is no clear purpose of the paper. Little attempt to write to the assignment. No references to school or district resources. Paper reflects no connections to the school data or barriers to parent involvement. Paper lacks demonstrated impact on the level of parental involvement at the school site. Action plan is unclear or has not been developed.	Some of the criteria of the assignment regarding parent involvement have been examined. Some references to the school and district resources are present. Paper draws limited connections to the school data; makes brief reference to the impact of barriers on parental involvement at the school site; offers minimal suggestions for improving parental involvement. Action plan is unclear.	All criteria of the assignment have been examined and clearly identified. School and district resources for parent involvement are referenced in the paper. All criteria from the assignment are clearly identifiable. Connections between school data and barriers are clearly defined. Action plan contains a timeline with several strategies and suggestions for improving parental involvement.	The assignment is extensively researched and represents a scholarly examination of the best practices on parent involvement. Clearly presents the current status of parent involvement. Identifies goals for improvement. School and district resources are key primary references. The paper draws clear and concrete connections between the school data and identified barriers to parent involvement and its impact on the school site. Detailed action plan is well-articulated, complete with goals, strategies, timeline, and person(s) responsible for implementation, as well as a method for evaluating the effectiveness of the plan.	
	Standards **CA- PLNU/Preliminary Administrative Credential (2011)** **Standard:** 4				

	Far Below Standard	Below Standard	Meets Standard	Exceeds Standard	Score/Level
References Weight: 10%	No references or incorrect references.	Few references or some incorrect references.	List a minimum of 3 different research sources (i.e. educational publications, websites, and periodicals).	List 4 or more scholarly research references.	
Organization Weight: 10%	Not clearly organized or easy to follow.	Somewhat organized and logical, but not easy to follow.	Organized, somewhat logical and easy to follow.	Well organized, logical and easy to follow.	
Mechanics: spelling, vocabulary, word usage, and grammar APA format is required. Weight: 10%	Multiple spelling, punctuation, grammatical and/or stylistic errors. Apparent confusion with the use of correct language and vocabulary. APA format is not used.	A few spelling, punctuation, grammatical and/or format errors that do not interfere with clarity. Simplistic and/or unclear language used. APA format is used but many errors.	Minimal spelling, punctuation, grammatical and/or stylistic errors. Effective language with academic vocabulary. Some errors in APA format usage.	Thorough proofreading. Accurate spelling, punctuation, grammar, voice and syntax. Rich and precise language Including the appropriate language of the discipline. APA format used accurately.	

GED 610 Signature Assignment (Rev. 6.28.12)

	Far Below Standard	Below Standard	Meets Standard	Exceeds Standard	Score/Level
Quality of Information and Meaningful Development of Ideas Weight: 70%	The Executive Summary makes a minimal attempt to describe the educational policy/issue. Only facts are presented. The superintendent who reads nothing but the summary will not understand the situation. Executive Summary cites laws/cases and district/school site policy. No connections are made.	The Executive Summary attempts to describe the educational policy/issue. A few of the facts and findings are presented. The superintendent who reads nothing but the summary will ask your supervisor for a re-write of the summary. Executive Summary cites laws/cases and district/school site policy. Limited connections are made.	The Executive Summary addresses the educational policy/issue. Many of the major facts, findings, and conclusions are presented. The superintendent who reads nothing but the summary will need to request further information. Executive Summary draws clear connections on how cited laws/cases translate into district/school site policy.	The Executive Summary fully and accurately reflects the educational policy/issue. All major facts, findings, conclusions and course of action are presented. The superintendent who reads nothing but the summary will be adequately informed. Executive Summary draws clear connections on how cited laws/cases translate into district/school site policy as well as a detailed course of action to implement the policy or address the issue.	
	Standards **CA- PLNU/Preliminary Administrative Credential (2011)** **Standard: 5**				
References Weight: 10%	No references or incorrect references.	Few references or some incorrect references.	List a minimum of 3 different research sources (i.e. educational publications, websites, and periodicals).	List 4 or more scholarly research references.	

	Far Below Standard	Below Standard	Meets Standard	Exceeds Standard	Score/Level
Organization Weight: 10%	Did not use template. Not clearly organized or easy to follow.	Elements of template missing. Somewhat organized and logical, but not easy to follow.	Utilized the template. Organized, somewhat logical and easy to follow.	Utilized and elaborated on the template. Well organized, logical and easy to follow.	
Mechanics: spelling, vocabulary, word usage, and grammar APA format is required. Weight: 10%	Multiple spelling, punctuation, grammatical and/or stylistic errors. Apparent confusion with the use of correct language and vocabulary. APA format is not used.	A few spelling, punctuation, grammatical and/or format errors that do not interfere with clarity. Simplistic and/or unclear language used. APA format is used but many errors.	Minimal spelling, punctuation, grammatical and/or stylistic errors. Effective language with academic vocabulary. Some errors in APA format usage.	Thorough proofreading. Accurate spelling, punctuation, grammar, voice and syntax. Rich and precise language Including the appropriate language of the discipline. APA format used accurately.	

GED 611 Signature Assignment (Rev. 6.28.12)

	Far Below Standard	Below Standard	Meets Standard	Exceeds Standard	Score/Level
Quality of Information and Meaningful Development of Ideas Weight: 70%	Limited understanding of a vision of leadership; lacks understanding of ethical and moral obligations; does not comprehend the need for balance in one's life nor can identify personal strengths or areas for improvement.	Rudimentary understanding of a vision of leadership; insufficient knowledge of ethical and moral obligations; balance in one's life and the identification of personal strengths and areas for improvement are minimally defined.	Demonstrates the basics of a vision of educational leadership; is shaping a personal model of ethical and professional behavior; includes practical ways to maintain a balance between one's personal and professional life; able to self-reflect and identify personal strengths and areas for improvement.	Articulates a well-defined vision of educational leadership including a set of professional values in alignment with ethical concepts of fairness, justice and service; demonstrates a high commitment to self-reflection and continuous improvement; articulates strategies to implementing a plan for a balanced professional and personal life.	
	Standards **CA- PLNU/Preliminary Administrative Credential (2011)** **Standard:** 6				

	Far Below Standard	**Below Standard**	**Meets Standard**	**Exceeds Standard**	**Score/Level**
References Weight: 10%	No references or incorrect references.	Few references or some incorrect references.	List a minimum of 3 different research sources (i.e. educational publications, websites, and periodicals).	List 4 or more scholarly research references.	
Organization Weight: 10%	Not clearly organized or easy to follow.	Somewhat organized and logical, but not easy to follow.	Organized, somewhat logical and easy to follow.	Well organized, logical and easy to follow.	
Mechanics: spelling, vocabulary, word usage, and grammar APA format is required. Weight: 10%	Multiple spelling, punctuation, grammatical and/or stylistic errors. Apparent confusion with the use of correct language and vocabulary. APA format is not used.	A few spelling, punctuation, grammatical and/or format errors that do not interfere with clarity. Simplistic and/or unclear language used. APA format is used but many errors.	Minimal spelling, punctuation, grammatical and/or stylistic errors. Effective language with academic vocabulary. Some errors in APA format usage.	Thorough proofreading. Accurate spelling, punctuation, grammar, voice and syntax. Rich and precise language Including the appropriate language of the discipline. APA format used accurately.	

1. Dignity & Honor: The candidate honors and respects the worthiness of all individuals in word and deed based on PLNU's Wesleyan heritage: We are individuals created in the image of God, committed to civility, respect, hospitality, grace, and service.	Demonstrates indicator infrequently if at all.	Demonstrates indicator with direct prompting from peers or teacher. May have some difficulty in responding openly to feedback from peers or teacher.	Demonstrates indicator with minimal prompting. Demonstrates an openness to reflect on feedback from peers or teacher.	Consistently and spontaneously demonstrates indicator with relative ease. Demonstrates the ability to self-correct or demonstrates responsiveness to feedback from peers or teacher if areas for improvement are discussed	
2. Honesty & Integrity: The candidate demonstrates honesty, integrity, and coherence in attitudes, and actions, and is accountable to the norms and expectations of the learning community.	Demonstrates indicator infrequently if at all.	Demonstrates indicator with direct prompting from peers or teacher. May have some difficulty in responding openly to feedback from peers or teacher.	Demonstrates indicator with minimal prompting. Demonstrates an openness to reflect on feedback from peers or teacher.	Consistently and spontaneously demonstrates indicator with relative ease. Demonstrates the ability to self-correct or demonstrates responsiveness to feedback from peers or teacher if areas for improvement are discussed	
3. Caring, Patience, and Respect: The candidate demonstrates caring, patience, fairness and respect for the knowledge level, diversity, and abilities of others, ensuring that all students have the opportunity to achieve.	Demonstrates indicator infrequently if at all.	Demonstrates indicator with direct prompting from peers or teacher. May have some difficulty in responding openly to feedback from peers or teacher.	Demonstrates indicator with minimal prompting. Demonstrates an openness to reflect on feedback from peers or teacher.	Consistently and spontaneously demonstrates indicator with relative ease. Demonstrates the ability to self-correct or demonstrates responsiveness to feedback from peers or teacher if areas for improvement are discussed	

4. Spirit of Collaboration, Flexibility and Humility: The candidate actively participates in and contributes to the achievement of the learning community, explaining own thought process with humility and considers those of others with a positive, open-minded attitude.	Demonstrates indicator infrequently if at all.	Demonstrates indicator with direct prompting from peers or teacher. May have some difficulty in responding openly to feedback from peers or teacher.	Demonstrates indicator with minimal prompting. Demonstrates an openness to reflect on feedback from peers or teacher.	Consistently and spontaneously demonstrates indicator with relative ease. Demonstrates the ability to self-correct or demonstrates responsiveness to feedback from peers or teacher if areas for improvement are discussed	
5. Harmony in Learning Community: The candidate takes responsibility for resolving conflicts or issues with others, and teaches students those skills, in a way that sustains and enhances a healthy and safe learning community.	Demonstrates indicator infrequently if at all.	Demonstrates indicator with direct prompting from peers or teacher. May have some difficulty in responding openly to feedback from peers or teacher.	Demonstrates indicator with minimal prompting. Demonstrates an openness to reflect on feedback from peers or teacher.	Consistently and spontaneously demonstrates indicator with relative ease. Demonstrates the ability to self-correct or demonstrates responsiveness to feedback from peers or teacher if areas for improvement are discussed	
6. Self-Awareness/Calling: The candidate shows awareness of areas of strength, interests, learning style, and areas for continuing growth; generates and follows through on personalized growth plans. The candidate demonstrates that serving as a professional educator is a confirmed calling to equip, to transform and to empower every student to fulfill his or her full potential.	Demonstrates indicator infrequently if at all.	Demonstrates indicator with direct prompting from peers or teacher. May have some difficulty in responding openly to feedback from peers or teacher.	Demonstrates indicator with minimal prompting. Demonstrates an openness to reflect on feedback from peers or teacher.	Consistently and spontaneously demonstrates indicator with relative ease. Demonstrates the ability to self-correct or demonstrates responsiveness to feedback from peers or teacher if areas for improvement are discussed	
7. Perseverance with Challenge: The candidate perseveres, remains engaged, and persists as a life-long learner, especially when academic and professional assignments are perceived as challenging.	Demonstrates indicator infrequently if at all.	Demonstrates indicator with direct prompting from peers or teacher. May have some difficulty in responding openly to feedback from peers or teacher.	Demonstrates indicator with minimal prompting. Demonstrates an openness to reflect on feedback from peers or teacher.	Consistently and spontaneously demonstrates indicator with relative ease. Demonstrates the ability to self-correct or demonstrates responsiveness to feedback from peers or teacher if areas for improvement are discussed	
8. Diligence in Work Habits & Responsibility for Learning: The candidate attends to the roles and responsibilities of the learning community, and is well-prepared and on time. The candidate completes required assignments on time and is reflective and receptive to formative feedback.	Demonstrates indicator infrequently if at all.	Demonstrates indicator with direct prompting from peers or teacher. May have some difficulty in responding openly to feedback from peers or teacher.	Demonstrates indicator with minimal prompting. Demonstrates an openness to reflect on feedback from peers or teacher.	Consistently and spontaneously demonstrates indicator with relative ease. Demonstrates the ability to self-correct or demonstrates responsiveness to feedback from peers or teacher if areas for improvement are discussed	